

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 4:51 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS           </div>
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	Vendor ID #	Mailing address line 1	
Mathis Independent School District	1746001710	PO Box 1179	
Mailing address line 2	City	State	ZIP Code
602 E San Patricio Street	Mathis	TX	78368
County-		US Congressional	
District #    Campus number and name	ESC Region #	District #	DUNS #
205904    999	2	TX-015	045372539

**Primary Contact**

First name	M.I.	Last name	Title
Maria		Rodriguez-Casas	Superintendent
Telephone #		Email address	FAX #
361-547-3378		<a href="mailto:mcasas@mathislsd.org">mcasas@mathislsd.org</a>	361-547-4198

**Secondary Contact**

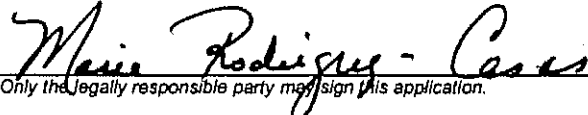
First name	M.I.	Last name	Title
Christopher		Casarez	Administrator of Operations
Telephone #		Email address	FAX #
361-547-3378		<a href="mailto:ccasarez@mathislsd.org">ccasarez@mathislsd.org</a>	361-547-4198

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Maria		Rodriguez-Casas	Superintendent
Telephone #		Email address	FAX #
361-547-3378		<a href="mailto:mcasas@mathislsd.org">mcasas@mathislsd.org</a>	361-547-4198
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

01/21/2014

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mathis Independent School District (MISD) is a rural school district with 4 campuses and a total enrollment of 1,688 students. MISD consists of one elementary campus with Pre-Kinderergarten (PK-2), one Intermediate campus (3rd-5th), one middle school (6<sup>th</sup>-8<sup>th</sup>), and one high school campus (9<sup>th</sup>-12<sup>th</sup>). All of our four campuses are considered high need campuses. **Ninety-four** percent of our students are of Hispanic descent and **81.4 percent** of our students participate in the free/reduced lunch program. Mathis ISD is located less than 30 miles from Corpus Christi amid the larger public school districts such as Calallen ISD, Tuloso-Midway ISD, Corpus Christi ISD, and Alice ISD. **Teacher attrition is high** for our school district. During the 2012-2013 school year, **over sixty-two percent** of our teaching staff district-wide were either beginning teachers or teachers with 0-5 years of experience.

The struggle to recruit, train, and retain quality teachers is a gap that needs to be bridged in Mathis ISD. During the 2010-2011 school year, **43 percent** of Mathis ISD teachers had 0 to less than 5 years of teaching experience. At the end of the 2010-2011 school year, Mathis had a turnover rate of 27.7%. Approximately, one out of four teachers left the school district that year. During the 2011-2012 school year, **46.5 percent** of Mathis' teaching staff (almost half) had 0 to less than 5 years of teaching experience. At the end of the 2011-2012 school year, Mathis had a teacher turnover rate of 28.3%. During this last school year 2012-2013, Mathis had an astounding **62.1 percent of teachers who had 0 to less than 5 years of teaching experience**. The Mathis teacher turnover rate for the 2012-2013 school year was an incredible 38.7%- the State of Texas teacher turnover rate was only 15.1%- which is **256% more than the state average**. Approximately, **1 in 3 teachers left Mathis ISD last school year**.

**The Need for the Proposed Project:** Mathis ISD seeks to establish Project **PRIDE** (Preparing, Retaining and Inspiring Dedicated Educators) as a comprehensive and holistic approach to recruit, prepare, mentor, provide professional development, provide compensation for retention, and provide career pathways for teachers interested in expanding their education, accepting additional duties, and providing support to other teachers with the overall goal of raising student learning and student achievement. All four of Mathis' campuses will participate in **Project PRIDE**.

Without the Educator Excellence Innovation Plan grant, Project **PRIDE** would not be established because Mathis ISD simply does not have budget funding to allow for recruitment incentives for quality teachers, the hiring of instructional mentors, the implementation of an approved TEA Beginning Teacher Induction and Mentoring Program, retention incentives for quality teachers, planning and collaboration times for professional development in professional learning communities by hiring more teachers, and offering career pathways for teachers who aspire to become a Mentor teacher, Curriculum Specialist, earn a Master's Degree in their content area, become a Master teacher, Department Head, or Principal. The Educator Excellence Innovation Plan grant (EEIP) will give Mathis the tools and funding to bridge the gap of recruitment, development, and retention of quality teachers. If Mathis is able to "grow its own" teaching staff with quality teachers and provide career pathways for teachers, who would never have the same opportunity at a larger school district, then the culture of low student achievement and performance changes, because we are able to recruit, train, and retain quality teachers. Mathis ISD will become a Recognized or Exemplary District.

The Consortium on Chicago School Research at the University of Chicago published a research report in January 2007 stating, "A high rate of new teachers entering and leaving their positions is both costly for a district and creates instability in schools, which ultimately affects student achievement."

This is an accurate statement in regards to our elementary and intermediate schools who both received a State Rating of **"Improvement Required"** for the 2012-2013 school year. Mathis Elementary has the highest percentage of new teachers, **72.2%** with less than 5 years of teaching experience for the 2013-2014 and Mathis Intermediate has **57%** of new teachers with less than 5 years of teaching experience. Mathis cannot simply afford to train teachers, who come for one year, and then leave because a bigger school district hires them away. Student learning and student achievement **are directly** affected by the large turnover of the teaching staff every year.

There are several specific barriers and gaps related to the need to establish a beginning teacher induction program to increase the retention of beginning teachers within our school district. In the *Issues Challenging Education* article, *Teacher Attrition: Is Time Running Out?* it states, "Many new teachers find that they are unprepared for the reality of the classroom. Once they leave the university setting, novice teachers often receive little or no support and find that their teacher education programs ill-prepared them for the realities of teaching." Gaps such as the disconnect that occurs between the time that a novice teacher leaves a college classroom as the student and then enters the classroom as a teacher needs to be bridged.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**The overall goal for Project PRIDE:** The overall goal for Project PRIDE is to create and sustain a comprehensive and holistic program to support our novice teachers, who are entering the classroom as a teacher for the first time, through teacher-to-teacher mentorship, training, administrative support and mentorship, retention of quality teachers, providing professional development within their professional learning groups, and providing career pathways for teachers who aspire for more. In an effort to improve student performance. Project PRIDE will work to create a program that will provide on-going support and professional development customized for all teachers which align with curriculum and their evaluations, improve beginning teacher performance and effectiveness by building confidence in the teacher, which will ultimately increase student achievement, provide support and training to selected mentors to support the novice teachers, provide support to the campus administration to assist teachers on their campus, and to increase the retention of novice teachers and quality teachers.

**Local Program Objectives:** The primary objective of the Mathis' Project PRIDE is to establish an educator excellence innovation plan to accomplish:

- Establish Project PRIDE as Mathis ISD's Educator Excellence Innovation Plan;
- Provide orientation on Project PRIDE to beginning teachers, teaching staff, mentors, and campus administrators;
- Obtain 100% participation by all beginning teachers and assignment of a Mentor;
- Develop a calendar for professional development customized for beginning teachers and a calendar for beginning teachers and mentor teachers to observe classrooms;
- Develop a calendar for instructional mentors to observe and work with assigned teachers;
- Develop a professional development calendar for each campus and assist teachers develop a campus and an Individualized Professional Development Plan that aligns with the curriculum and evaluation.
- Develop a partnership with approved TEA provider Intercultural Development Research Association (IDRA) to deliver professional development and training for mentors and administrators for Project PRIDE;
- 100% of all Beginning Teacher Mentors and Mentees will participate in pre-start of school surveys, mid-school year survey, and end of year surveys.

**Proposed project management and program activities:** The Superintendent will have the ultimate responsibility over Project PRIDE, while the Assistant Superintendent and Administrator for Operations will assist in the carrying out of the grant activities. The Project PRIDE coordinator will be responsible for the coordination and carryout of grant activities. The Project PRIDE coordinator will spend 100% of their time working with mentors, instructional mentors, campus administrators, Project PRIDE Advisory Committee, beginning teachers, and Texas Education Agency approved vendor IDRA. There will be a Project PRIDE Advisory Committee formed and will include the Superintendent, Assistant Superintendent, Administrator of Operations, Project PRIDE Coordinator, Human Resource Coordinator, campus principals, and two teachers from each campus. The PRIDE Advisory Committee will initially meet twice monthly during the implementation phase of the educator excellence innovation plan program and then once monthly throughout the 2014-2015 and 2015-2016 school years. Additional Advisory meetings will be held as needed. The purpose of these meetings is to discuss grant activities, ensure that grant activities are on track with timeline, and make any modifications or reassignments of mentors or resolve any issues that are pending. Project PRIDE's Advisory Committee and Project PRIDE's Coordinator will be responsible for the carrying out of Project PRIDE's planned grant activities: Our Human Resource (HR) Department will be responsible for creating a calendar for recruitment of quality teachers through Job Fairs, ESC Fairs, TASBO/TASA Postings, University postings, Teacher Certification Programs, and Print and Internet postings. HR will offer current teachers, with less than 3 years of experience at Mathis ISD, and newly recruited teachers, a recruitment and retention incentive if they travel more than 40 verifiable miles daily to work in Mathis ISD. Our HR Department will also be responsible for processing early notifications by teachers who plan to resign or retire. HR will be responsible for coordinating with Principals for the retention of quality teachers by offering early signing incentives for teachers who have renewed contracts for the following school year. In addition, our HR Department and PRIDE Coordinator will also be responsible to work with new and current teachers in developing an Individualized Career Pathway (ICPP) which will allow them to map out their long term teaching career objectives. Our Project PRIDE Coordinator and Campus Principals will coordinate an extra planning period for teachers by grade level or subject area to allow teachers to align their professional development and provide time for teacher collaboration. Each campus will develop a professional development plan at the start of the school year and make revisions as needed throughout the school year. Professional Development planning will be aligned with observations and curriculum.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 205904				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$738,636	\$	738,636	742,636	\$	742,636	
Schedule #8	Professional and Contracted Services (6200)	6200	\$82,000	\$	\$82,000	\$82,000		\$82,000	
Schedule #9	Supplies and Materials (6300)	6300	23,800	\$	23,800	20,000		20,000	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$	\$	\$	\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$844,436	\$	\$844,436	\$844,636	\$	\$844,636	
Administrative Cost Calculation									
Enter the total grant amount requested:						Year 1		Year 2	
						\$844,636		\$844,636	
Percentage limit on administrative costs established for the program (10%):						× .10		× .10	
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:						\$84,463.60		84,463.60	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher- 1. Performance Stipend- Early Signing of Renewed Contract by May 1 <sup>st</sup> of the current school year: 100 teachers @ \$1200 2. Trained Mentor Stipend- Mentors for Beginning Teachers 45 mentors @ \$1600 per mentee 3. Recruitment Signing Incentive- Recruitment Incentive for teachers who commute more than 40 verifiable miles daily for teachers employed by Mathis for less than 3 years. 35 teachers @ \$500 each semester 4. Career Pathway Stipend-Master's Degree - Retention Incentive for teachers interested in pursuing Master's Degree: 25 teachers @ \$2000 with a signed letter of commitment to district for three years.		1. 100 2. 45 3. 35 4. 25	1. \$120,000 2. \$72,000 3. \$35,000 4. \$50,000	1. \$120,000 2. \$72,000 3. \$35,000 4. \$50,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator	1		60000	62000
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		24000	26000
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Instructional Mentor- 1 assigned to each campus- Will be responsible for classroom modeling, assist with creation of lesson plans, participate in professional development activities, and classroom observation to assist teachers with feedback and assist with modification to assist with instruction. 4 Instructional Mentors @ \$55K per year	4		\$220,000	\$220,000
16	Title			\$	\$
17	Title			\$	\$

### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

18		Subtotal employee costs:	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute Pay (Explain Purpose) 1. To provide release time for mentors for 45 mentors for .5 day per month for training with TEA Approved Provider IDRA. (45 mentors for .5 day for 9 sessions within each year @ \$85) 2. To provide release time for mentors to work with assigned mentee for 1/2 day per every at least once per month. (45 mentors for .5 day for 9 months within each year @ \$85) 3. To provide release time for beginning teachers to observe mentor classrooms at least once per month for 1/2 day intervals. (45 beginning teachers for .5 day for 9 months within each year @ \$85)	1) \$17,212 2) \$17,212 3) \$17,212	1) \$17,212 2) \$17,212 3) \$17,212
20	6119	Professional staff extra-duty pay-		
21	6121	Support staff extra-duty pay	\$	\$
22	6140	Employee benefits Recruitment and Retention Incentive for employees- 50% of Individual Employee Health insurance benefits paid through grant 100 employees @ \$106 per employee @ 12 months	\$106,000	\$106,000
23	61XX	Tuition remission (IHEs only)	\$	\$
24		Subtotal substitute, extra-duty, benefits costs	\$	\$
25		<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>	<b>\$738,636</b>	<b>\$742,636</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 205904			Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Power Walks Professional Development	<input type="checkbox"/>	2500	2500
2	TAPS Evaluation Training and Professional Development for Principals, Assistant Principals, Instructional Mentors, Mentor Teachers	<input type="checkbox"/>	8000	8000
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: \$10,500 \$10,500

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

1	Specify topic/purpose/service: Beginning Teacher Induction and Mentoring Program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Mentoring Program for Beginning Teachers			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 2	\$67,500	\$67,500
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials			
	Contractor's other operating costs		\$4000	\$4000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$71,500	\$71,500

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>			
County-District Number or Vendor ID: 205904		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>6</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
<b>7</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
<b>8</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:			
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			
(Sum of lines a, b, c, and d) Grand total			

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 205904					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
6399	<b>Technology Hardware—Not Capitalized</b>						
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Year 1</b>	<b>Year 2</b>
	1	Laptop	Laptop for Program Coordinator	1	1500	\$3400	\$0
	2	Color Printer	Printer for Program Coordinator	1	400		
	3	Laptop	Laptop for Program Admin Asst	1	1500		
	4				\$		
5				\$			
6399	Technology software—Not capitalized-						
	1. Microsoft Office 2 licenses and Antivirus Software					1. 400	1. 0
	2. Power Walks for District License					2. 7,500	2. 7,500
	3. TAP Teacher Assessment District Licenses: 10 Principals/Asst Principals; 10 Teacher/Instructional Coach; 2 Administrative					3. 10,000	3. 10,000
6399	Supplies and materials associated with advisory council or committee					\$500	700
	Supplies for <b>Project PRIDE</b> Advisory Committee Meeting supplies						
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$2000	\$2000
<b>Grand total:</b>						<b>\$6300</b>	<b>\$2500</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID:			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>1653</b>	
Category	Number	Percentage	Category	Percentage
African American	17	1%	Attendance rate	93.7%
Hispanic	1547	93.6%	Annual dropout rate (Gr 9-12)	3.1%
White	85	5.1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	60%
Asian	4	.2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7%
Economically disadvantaged	1345	81.4%	Students taking the ACT and/or SAT	65.7%
Limited English proficient (LEP)	43	2.3%	Average SAT score (number value, not a percentage)	1316
Disciplinary placements	44	2.6%	Average ACT score (number value, not a percentage)	17.2

**Comments**

Based on the PEIMS Student Data 2013-2014 Fall Collection, Mathis Independent School District has a total enrollment of 1,688 students- 84 percent are considered Economically Disadvantaged. For the 2013-2014 school year, Mathis ISD's student population is **91.94 percent Hispanic**, 6.81 percent White, 1 percent African-American, .12 percent Multi-Racial, and 0.12 percent American Indian. **Almost 84 percent** of Mathis' student population qualify for the Free or Reduced Lunch Program. The total percentage of **At-Risk students** in Mathis ISD is 69 percent. Our At-Risk students are **62.26 percent Hispanic (2 out of 3 Hispanic students)**, **4.4 percent of the White (4 out of 6 white students)**, and **.79 percent of the 1 percent of African-American students** attending Mathis ISD are considered at risk (**almost 4 of 5 African-American students**). Mathis has the highest Child Protective Services (CPS) cases in the county of San Patricio. In addition, mobility rates are high because of single parents, CPS issues, and grandparents raising their grandchildren as their own.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	67.8	61.2%	Bachelor's degree	85.8	77.5%
White	41	37%	Master's degree	25	22.5%
Asian	2	1.8%	Doctorate	0	0%
1-5 years exp.	25	22.6%	Avg. salary, 1-5 years exp.	41494	N/A
6-10 years exp.	10	9%	Avg. salary, 6-10 years exp.	45221	N/A
11-20 years exp.	19	17.2%	Avg. salary, 11-20 years exp.	49312	N/A
Over 20 years exp.	13	11.7%	Avg. salary, over 20 years exp.	50913	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	71	132	157	161	140	160	109	134	128	115	110	100	90	81	1688
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	7	8	8	8	8	5	6	5	8	8	8	6	4	93
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The Need for the Proposed Project:** Mathis ISD seeks to establish Project PRIDE (Preparing, Retaining, AND Inspiring Dedicated Educators) as a comprehensive and holistic approach to recruit, prepare, mentor, provide professional development, evaluate, provide compensation for retention, and provide career pathways for teachers interested in expanding their education, accepting additional duties, and providing support to other teachers.

Utilizing data from the Texas Academic Performance Report for the 2012-2013 School Year, 2011-2012 AEIS Reports, 2010-2011 AEIS Reports, Human Resource Department data, formal and informal meetings and conversations, Campus Improvement Plans, District Improvement Plans, and District Strategic Plan, the District's needs were identified and prioritized based on the impact on student achievement. Mathis ISD has identified the need to create a program focused on the retention of quality teachers as one of the top priorities for the school district. The chart below represents the extremely high percentage of teachers on each of our four campuses with 0 to less than 5 years of teaching experience.

**Data from Texas Academic Performance Report 2012-2013 School Year:**

School Year: 2012-2013	Campus TEA Rating	Percent of Beginning Teachers	Percent of Teachers w/1-5 Yrs experience:	Total Percent of teachers with 0-5 Yrs Experience
Mathis Elementary (* Paired w/Mathis Int)	Improvement Required	39.8%	32.4%	72.2%
Mathis Intermediate	Improvement Required	36.8%	20.2%	57.0%
Mathis Middle School	Met Standard	48.1%	8.4%	56.5%
Mathis High School	Met Standard	34.8%	26.5%	61.3%

The data from the 2012-2013 Texas Academic Performance Report is startling. The data clearly shows that on our Elementary campus almost **3 out of every 4 teachers** had 0 or less than 5 years of teaching experience. Further, on our Intermediate campus, almost **3 out of every 5 teachers** on that campus had 0 or less than 5 years of teaching experience. The Middle School had almost **1 in 2 teachers** had 0 or less than 5 years of teaching experience and our high school had **3 of 5 teachers** with 0 or less than 5 years of teaching experience.

More importantly, the data also shows the impact on student achievement by beginning teachers and teachers with less than 5 years of experience on student learning and achievement.

**Mathis Intermediate Campus 2011-2012/2012-2013 Data from 2012-2013 Texas Academic Performance Report**

Grade Level and Area Tests:	Mathis Intermediate 2012-2013 Student Results:	Mathis Intermediate 2011-2012 Student Results:
3 <sup>rd</sup> Grade Reading	44 % failed to meet State Standard	No Data
3 <sup>rd</sup> Grade Math	58 % failed to meet State Standard	No Data
4 <sup>th</sup> Grade Reading	48 % failed to meet State Standard	52% failed to meet State Standard
4 <sup>th</sup> Grade Math	52% failed to meet State Standard	66% failed to meet State Standard
4 <sup>th</sup> Grade Writing	49% failed to meet State Standard	56% failed to meet State Standard
5 <sup>th</sup> Grade Reading	50% failed to meet State Standard	43% failed to meet State Standard
5 <sup>th</sup> Grade Math	53% failed to meet State Standard	58% failed to meet State Standard
5 <sup>th</sup> Grade Science	67% failed to meet State Standard	62% failed to meet State Standard

**Mathis ISD Identified Needs Include:**

- \* Need to create a comprehensive and holistic program focused on the recruitment of quality teachers and development of a retention program to keep quality teachers in Mathis to increase student achievement.
- \* Need to provide an effective Beginning Teacher Induction and Mentoring Program for all teachers with 3 years or less experience.
- \* Need to provide professional development and collaboration within each department or grade level and provide imbedded professional development that aligns with the curriculum and evaluation instrument TAPS.
- \* Need to create Career Pathways Program.
- \* Need to provide training to administrators to support beginning teacher, teachers, and mentors.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by Implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to create a comprehensive and holistic program focused on the recruitment of quality teachers and development of a retention program to keep quality teachers in Mathis to increase student achievement.	<ul style="list-style-type: none"> <li>* Creation of <b>Project PRIDE</b> Advisory Committee to monitor and oversee <b>Project PRIDE</b>'s activities.</li> <li>* Develop a process and calendar for the recruitment and hiring of quality teachers.</li> <li>* <b>Project PRIDE</b> would provide a recruitment incentive for teachers who commute at least 40 miles daily to Mathis, Texas.</li> <li>* <b>Project PRIDE</b> would provide retention incentives for quality teachers to re-sign their contract renewal by May 1<sup>st</sup> of current school year.</li> <li>* Early notification by teachers who are not returning or retiring by March 1<sup>st</sup> of current school year so Mathis ISD can start early recruiting quality teachers for their positions.</li> <li>* <b>Project PRIDE</b> would provide recruitment and retention incentive to pay an additional portion of an individual employee's health coverage in addition to the current partial payment made by District.</li> </ul>
2.	Need to provide an effective Beginning Teacher Induction and Mentoring Program for all teachers with 3 years or less experience.	<ul style="list-style-type: none"> <li>* Mathis ISD will partner with the Intercultural Development Research Association (IDRA), an approved Program Provider by the Texas Education Agency (TEA) to provide Beginning Teacher Induction and Mentoring training.</li> <li>* All beginning teachers with 0-3 years of teaching experience will be assigned to a mentor on their campus within their grade/subject level.</li> <li>* All mentors of beginning teachers will receive a stipend for the mentee(s) they are assigned and will be required to attend Mentor training provided by IDRA at the start and throughout school year.</li> <li>* Mentors and Mentees will spend at least ½ day every month observing each other's classrooms and providing feedback.</li> </ul>
3.	Need to provide professional development collaboration within each department or grade level and have each teacher develop an Individualized Professional Development Plan that coincides with the evaluation instrument used on their campus.	<ul style="list-style-type: none"> <li>* Each teacher will develop their own Individualized Professional Development Plan (IPDP) in collaboration with their Instructional Mentor/Department Leader.</li> <li>* Teachers will have an extra planning period scheduled to allow for teacher collaboration and professional development imbedded into their school week which will align with their curriculum and evaluations.</li> <li>* Teachers will receive feedback from their evaluators and have at least one informal walkthrough monthly and four to six TAP evaluations by at least 2 different evaluators.</li> </ul>
4.	Need to create Career Pathways Program.	<ul style="list-style-type: none"> <li>* <b>Project PRIDE</b> will provide opportunities for all new teachers and current teachers to develop an Individualized Career Pathway Plan (ICPP) with Human Resources.</li> <li>* Career Pathways will include Master's Degrees, training to become Master teachers, Mentor Teachers, Instructional Mentors, Department Heads, Counselors, Curriculum Coordinator, Librarian, Administration, Assistant Principals, and Principals.</li> </ul>
5.	Need to provide training to administrators to support beginning teachers and mentors, and help mentor teachers who have expressed an interest in the Career Pathways Program.	<ul style="list-style-type: none"> <li>* <b>Project PRIDE</b> will provide Administrator's Professional Development to support Beginning Teachers and Mentors.</li> <li>* Administrators will provide mentorship and support for teachers interested in the Career Pathways Program.</li> </ul>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 205904			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1	Program Coordinator	The ideal Program Coordinator will have Master's Degree, 5 years or more working with budgets, 5 years of more working with Principals and campuses, good organization skills, good computer literacy and interpersonal skills.		
2	Admin Asst	Program Administrative Assistant will assist with collecting, filing, and maintaining organized files for audit by TEA, assist in coordinating and confirming scheduled events, and any other duties assigned by Project PRIDE Coordinator.		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1	Establish Project PRIDE as a comprehensive, holistic approach by Mathis ISD to recruit and retain quality teachers.	1 Establish Project PRIDE.	04/01/2014	04/15/2014
		2 PRIDE Advisory Committee will be assembled and meet twice monthly initially during the beginning stages and then once monthly to oversee the progress of the Project PRIDE.	04/01/2014	08/31/2016
		3 Hire Project PRIDE Grant Coordinator	04/01/2014	04/15/2014
		4 Develop an overall Project PRIDE calendar for advisory committee meetings and grant activities.	04/01/2014	04/30/2014
		5 Human Resources will develop a written process for Recruitment and Hiring Procedures and create a calendar for Recruitment and Retention activities.	04/01/2014	08/31/2016
2	Establish Beginning Teacher and Induction program by April 30, 2014.	1 Sign Contract with IDRA to provide Beginning Teacher and Induction training for Mathis ISD.	04/01/2014	08/31/2016
		2 Principals and Human Resources will identify all current beginning teachers (mentees) with less than 3 years of teaching experience for each school year.	Yr. 1: 05/01/14 Yr. 2: 05/01/15	Yr. 1: 09/1/14 Yr.2: 09/1/15
		3 Principals and Human Resources will identify Mentors who qualify and Advisory Committee will approve.	Yr. 1: 05/01/14 Yr. 2: 05/01/15	Yr. 1: 09/1/14 Yr.2: 09/1/15
		4 Create a calendar for Mentor and Mentee observations.	08/01/2014	08/31/2016
3	Create an additional planning period for teacher Professional Development and Collaboration.	1 Teachers and Department Heads will meet during extra planning period for collaboration, pedagogy, and reflection based on subject and/or grade level.	04/01/2014	05/31/2016
		2 Create a monthly calendar for Imbedded Professional Development aligned with curriculum and evaluations during the school week's extra planning period.	04/01/2014	05/31/2016
4	Establish Career Pathways Program.	1 HR and Principals will assist with Career Pathway sheets for new and current teachers.	04/15/2014	05/31/2016
		2 HR and Payroll will determine stipends or incentives.	04/15/2014	05/31/2015
		3 Teachers will receive information on Career interests.	04/15/2014	05/31/2016
5	Establish Administrators as Mentors.	1 Administrators will be assigned as mentors to teachers interested in Career Pathways.	05/01/2014	08/31/2016
		2 Administrators will receive training to support Mentors and Mentees in Beginning Teacher Program.	05/01/2014	08/31/2016
		3 Administration will assist with Professional Development aligned with curriculum and evaluations.	04/15/2014	08/31/2016

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ensuring on-going monitoring and continuous improvement are critical to the successful implementation and continuation of **Project PRIDE**. The **Project PRIDE** Coordinator will be responsible for providing on-going daily monitoring and support for Principals and PRIDE grant activities on their campuses, mentors and beginning teachers participating in the BTIM program, instructional mentor teachers, imbedded professional development sessions during the school week and selections to ensure that the professional development aligns with curriculum and evaluations, teacher collaboration planning periods, disaggregation of student data and tracking of student data for growth by teacher, campus, and district, assisting Human Resources with selecting and planning for job fairs, partnerships with Universities for job postings, job postings on websites, print, and social media outlets, and job postings with teacher certification programs, assisting Human Resources in our Career Pathway Program by creating an Individualized Career Pathway Plan (ICPP) for new and current teachers, communication with Administration, working with our BTIM partner, IDRA, and providing monthly progress reports on program activities, budgets, and any modifications that may be needed to the **Project PRIDE** Advisory Committee. The PRIDE coordinator will be responsible for the creation of monthly surveys for teachers to track their progress throughout the school year and provide feedback and/or suggestions. The **Project PRIDE** will have an advisory committee to monitor the progress of **Project PRIDE**. The PRIDE Advisory Committee will meet monthly to discuss **Project PRIDE'S** progress and discuss concerns and survey results. The Advisory Committee will suggest modifications and gain feedback from mentors, beginning teachers, teachers, instructional mentors, Human Resources, Administration, and Principals regarding **Project PRIDE**. Classroom observations, informational conversations, lesson plans, student scores, walkthrough observations, formal observations, Mentor/Mentee observation sheets, Career Pathway Program sheets, and Texas Academic Performance Report will also be used as a monitoring source. Any necessary changes will be approved by the PRIDE advisory committee and will be disseminated to teachers, administrators, staff, and/or parents either by email, mail, hand-delivery, or by phone.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the present time, the Mathis ISD offers a New Teacher Orientation week at the start of the school year. The New Teacher Orientation has two days focused on curriculum, one day focused on technology- setting up computer passwords, Gradebook, emails, and web pages, one day focused on benefits, one day where the entire teaching staff meets, and the final day is taking a bus tour around the community of Mathis and visiting with parents of Mathis students. This is not a formal training for the new teachers. **Project PRIDE** will allow Mathis ISD to implement a formal Beginning Teacher and Induction Program through a partnership with IDRA and train successful teachers to become mentors for teachers with less than 3 years of teaching experience. To maximize the effectiveness of grant funds we will have budget reports during our **Project PRIDE** advisory committee meetings to ensure that all expenditures align with grant activities. **Project PRIDE** will work with project participants and provide mentorship from mentor teachers, administrators, and professional learning communities to ensure that all participants are on track with our grant activities.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of BTIM Program Training Records/HR Records/AEIS Reports	1.	100 percent of 1st year or beginning teachers assigned a mentor who has taught or teaches same grade or subject area.
		2.	100 percent of BTIM mentors/mentees will have assigned classroom observation time at least ½ day each month.
		3.	Attrition rate of 1st year or beginning teachers will decrease.
2.	Teacher Observations by Campus Principals/Qualified Evaluators	1.	All campuses will implement TAPS as their teacher assessment tool.
		2.	100 percent of teachers will receive training on TAPS and expectations and rubrics.
		3.	Principals and/or qualified evaluators will perform at least 2 walkthroughs and one formal evaluation
3.	Campus Master Schedules/Teacher Feedback surveys	1.	Campuses will add an additional Professional Development and Collaboration period for teachers.
		2.	Instructional Mentor will be hired for each campus.
		3.	Campuses will align imbedded professional development to evaluation and curriculum and teacher collaboration time will focus on pedagogy and reflection. The TAP Evaluation will be utilized by all 4 campuses.
4.	HR records/Teacher Contracts/Teacher Exit Interviews/ Teacher	1.	100% of all renewed teachers will receive an early signing incentive if they sign their contract before May 1st of current school year.
		2.	100% of teachers recruited outside of Mathis who travel more than 40 miles daily will receive a recruitment incentive.
		3.	100% of all teachers who are considering leaving district for next school year or retiring will provide notice to district by March 1st.
5.	Career Pathways Surveys/HR Records	1.	100% of new and current teachers will complete Career Pathway Surveys
		2.	100% of all teachers will be informed of Master's Program they can apply to receive a Master's Incentive as they pursue their degree.
		3.	Creation of 4 new Instructional Mentor Positions and Project PRIDE Coordinator Position

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualitative and quantitative data will be collected from a variety of sources, including teacher and academic data, the AEIS report, Texas Academic Performance Reports, PEIMS report, and student grades and STAAR scores, when applicable. Data collected regarding program activities and participants served will be gathered by Human Resources. The data collected will provide frequent analysis opportunities which will enable **Project PRIDE** mentors and campus administrators to disaggregate data by student group and assist the beginning teacher with modifications to teaching strategies or the need to re-teach certain areas that were not mastered by the students. Data can also be disaggregated by the mentor and campus instructional mentor that will include a teacher's professional development plans, highlight specific pedagogy and areas in which the teacher may need additional training or coaching which will in turn benefit his/her students.

Surveys and questionnaires will be used to determine levels of expectations and satisfaction with mentors, instructional coaches, assistant principals, principals, Human Resources, Administrator of Operations, Assistant Superintendent, and Superintendent. Beginning teachers, mentors, teachers, instructional mentors, IDRA, and campus administration will complete questionnaires regarding positive changes or experiences made by **Project PRIDE**. All surveys and questionnaires results will also be discussed by the PRIDE Advisory Committee.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

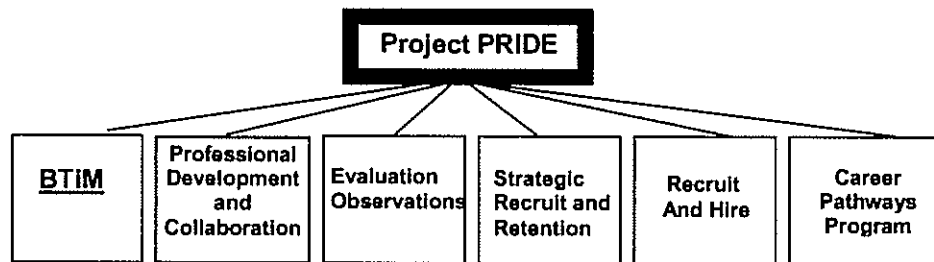


**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



**Project Preparing, Retaining, and Inspiring Dedicated Educators  
(PRIDE)**

Project **PRIDE** will partner with the Intercultural Department of Research Associates (IDRA) to implement our Beginning Teacher Induction and Mentoring Program. At the present time, Mathis ISD does not have a formal Beginning Teacher and Induction Mentoring (BTIM) Program. Currently, Mathis ISD only provides a New Teacher Orientation week which is an informational session for all new teachers entering the school district.

Mathis ISD selected IDRA as their partner for their BTIM program because IDRA's beginning teacher mentoring training program is approved by the Commissioner of Education. Under Texas Education Code, 21.458 (b) qualifications for a teacher assigned as a Mentor Teacher must: (1) complete a research-based mentor and Induction training program approved by the commissioner; (2) complete a mentor training program provided by the district; and (3) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance.

Partnering with IDRA will be beneficial for our mentors and administrators because they will work with our beginning teachers, with 0 to 3 years of teaching experience (also referred to as Novice teachers), teaching low-income, minority students. IDRA will extensively train our selected mentors and administrators on how to support our novice teachers. IDRA will develop an induction program for the selected mentors who will responsible to help new teachers navigate rough and still waters, build on teachers' natural strengths, reflect on what works, and be partners for success. The IDRA New Teacher Induction Model is based a proven mentor training curriculum. The IDRA model is based on the NTC Induction Model, which is a model tested over two decades through the Santa Cruz/Silicon Valley New Teacher Project that has served more than 2,500 first and second year teachers in over two dozen school districts in the University of California, Santa Cruz area.

IDRA's Beginning Teacher and Induction Mentoring program's experience and success with low income students will assist our beginning teachers participating in the BTIM program. Mathis ISD has a student population that is over 92 percent minority and over 84 percent economically disadvantaged. IDRA has a proven record as an organization and with their BTIM program in working with school district with high minority and high low income student populations.

Under Project **PRIDE**, our Beginning Teacher Induction and Mentoring Program will target 100 percent of all beginning teachers within Mathis ISD. Beginning teachers will be identified as teachers who have a total of 0 to 3 years of teaching experience. Our Human Resource department will provide the **Project PRIDE** coordinator a list of beginning teachers including their campus assignment and their grade/subject area assignment by August 1<sup>st</sup> of each school year. Every beginning teacher will be assigned a Mentor teacher.

Mentor teachers will be defined as teachers with at least 5 years of teaching experience, at least 1 year of teaching experience within Mathis ISD. In addition, a Mentor teacher will have at least 3 complete years of

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

student achievement success during their tenure as teachers. Our Human Resource Department will provide the **Project PRIDE** coordinator a list of Mentor teachers who meet the qualifications by July 15<sup>th</sup> of each year and include their current campus assignment and grade/subject level assignment for the upcoming school year. After identifying the Mentor teachers, the **Project PRIDE** Coordinator and PRIDE Advisory committee will review the list of qualified Mentors for each campus and either approve or disapprove the teachers on the list. After the final list is approved by the Advisory Committee, the Coordinator will send a letter of invitation to the qualified Mentor teachers to attend a PRIDE Mentor meeting. During this meeting, the Coordinator will explain the Beginning Teacher Induction and Mentoring Program and explain the training, which will be 3 days before the start of school, and the classroom observation responsibilities with the mentor's assigned mentee. Teachers who accept the additional duty as a Mentor will be assigned a beginning teacher who is on their campus and who is either teaching the same grade level or subject. Mentors will receive an incentive of \$1600 for each mentee they are assigned to. Our ideal situation is to assign Mentors to have a 1-to-1 relationship with their mentee. However, Mathis has historically had high teacher turnover rates, up to 38.7 percent during the 2012-2013 school year, Mathis ISD understands that a qualified mentor may have to be assigned two mentees. For example, on our Mathis Elementary Campus, 72.2 percent of the teachers on that campus have 0 to less than 5 years of teaching experience. On that particular campus, only 27.8 percent of their teaching staff have over 5 years of total teaching experience. Under special cases, when there are no qualified mentors at a grade level or subject area or there is a limited number of mentors, a Mentor may be assigned to two mentees.

In addition, Mentor and Mentees will have time scheduled to allow for classroom observation at least half a day every month. Substitutes will be utilized for half-day coverage for the Mentor when the Mentor is scheduled observe their Mentee and vice versa, substitutes will be utilized for half-day coverage for the Mentee when the Mentee is scheduled to observe their Mentor. After each of the observations, the Mentor and Mentee will have a debriefing session. The Mentor will utilize the IDRA Mentor Observation form and provide feedback to their Mentee. The Mentee will also utilized the IDRA Mentee Observation form and provide feedback and ask questions to their Mentor. They will have monthly release time scheduled for each month. In addition, having a Mentor allows the Mentee to build a relationship with another staff member who they are able to ask questions or guidance or suggestions without the fear of embarrassment for asking.

Also, as part of the **Project PRIDE** program, a new teacher will also receive assistance from their campus Instructional Mentor. The Instructional Mentor is a new position that will be created on all four over our campuses. Their responsibility is similar to a Mentee's Mentor teacher; however, the Instructional Mentor will provide additional support in the classroom with modeling, shadowing, providing assistance during the imbedded professional development and collaboration time throughout the school week.

Further, IDRA will provide Summer Institutes as part of their Coaching and Mentoring program which will include administrator/support staff, mentors and beginning teachers. IDRA will include a special session focused on Administrators and Support Staff and providing them information on the BTIM program and their role in support of the beginning teachers and their mentors.

IDRA will also provide professional development sessions focused on Building Pedagogical Knowledge and Building Content Knowledge.

Most importantly, research shows that new teachers who received intensive mentoring had a significant effect on student achievement after as little as two years (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999). Mathis ISD's BTIM focus is to take our beginning teachers and provide them with the training needed to be effective teachers by using different strategies such as Mentor teachers, Instructional Mentor teachers, imbedded professional development within the school week, collaborative planning time with teachers in their grade level or subject area, and ultimately retain them at Mathis ISD with the ultimate goal of raising student achievement.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

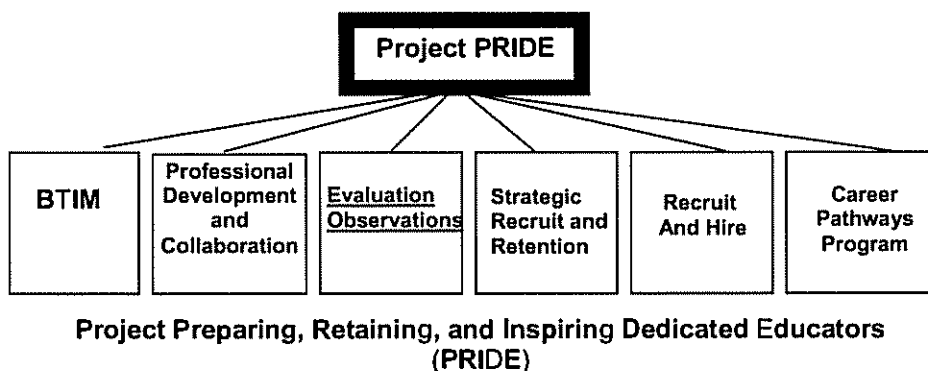
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



Mathis Independent School District will conduct multiple observations for teachers throughout the school year utilizing the multiple assessment tools, Power Walks. Power Walks is a downloadable software and application that an evaluator can walk into a classroom with their laptop, Ipad, or Iphone and observe teachers and have an immediate feedback on their lesson. The PowerWalks observation will be used mainly for walkthroughs by trained staff such as the Principal, Assistant Principal, Department Heads, Instructional Mentor, or Mentor to provide immediate feedback to the teacher.

The observation domains for Power Walks will include:

1. Lesson Framing
2. Instructional Alignment
3. Rigor Level (if applicable)
4. Instructional Relevance
5. Use of High Yield Practices by Student
6. Use of High Yield Practices by Teacher
7. Lower Yield Practices
8. Classroom Management
9. Basic Learning Environment
10. Advanced Learning Environment

This observation tool allows for the rubric to be utilized for all subject areas. Power walks will be utilized to give teacher immediate feedback on their lessons. The multiple observations by multiple observers will provide different feedback because every evaluator is subjective. This will allow teachers to review their strengths in the classroom as well as the areas that need improvement in a quick and receive feedback and reflection on their observation results. This allows for modifications of teaching strategies and also allows for the observer to provide instant feedback and modeling if necessary.

In addition to the use of Power Walks as an observation tool, Mathis ISD will utilize the Teacher Advancement Program (TAP): The System for Teacher and Student Achievement as the official evaluation tool for teachers. Beginning in 2014-2015, Mathis ISD will implement TAP on all four campuses. The Principals, Assistant Principals, Instructional Mentors, and Mentor teachers will all be trained on TAPS and will be responsible for scheduled walkthrough observations. Under TAP, there are four to six evaluations

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

conducted throughout the school year. The evaluations can be announced or unannounced and at least 2 of the observations will be conducted by 2 different evaluators.

The TAP system consist of four interrelated elements:

1. Multiple Career Paths
2. Ongoing Applied Professional Growth
3. Instructionally Focused Accountability
4. Performance-Based Compensation

The rubrics for the TAP: System for Teacher and Student Advancement are based on the work of Rowley (1999) and various teacher accountability systems, including:

- Rochester (New York) Career in Teaching Program
- Douglas County (Colorado) Teacher's Performance Pay Plan
- Vaughn Next Century Charter School (Loss Angeles) Performance Pay Plan
- Rolla (Missouri) School District Professional Based Teacher Evaluation

The rubrics and their 26 indicators are only intended for use by Administrators, Master teachers, and Mentor teachers who have successfully completed their initial TAP evaluator certification and annual recertification.

The TAP Pre-Conference will take one to two school days prior to announce formal observations. The purpose of the pre-conference is two-fold. First, this conference provides the observer an opportunity to ask questions and begin collecting evidence for the upcoming lesson. Second, the pre-conference allows the observer to begin the coaching process and address any issues that may negatively impact the lesson. The pre-conference may last 10-20 minutes or longer if needed and also allows the teacher time to ask clarifying questions about the TAP Teaching Standards.

The TAP Post-Conference is used to provide teachers the opportunity to self-reflect on their lesson with guidance and support from the evaluator who conducted the evaluation. This guidance should be provided through the use of leading questions by the valuator, along with the identification of an area of reinforcement (relative strength of the lesson) an area of refinement (relative area of improvement). Therefore, the focus of the post-conference is on two indicators or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from a master or mentor teacher.

#### For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

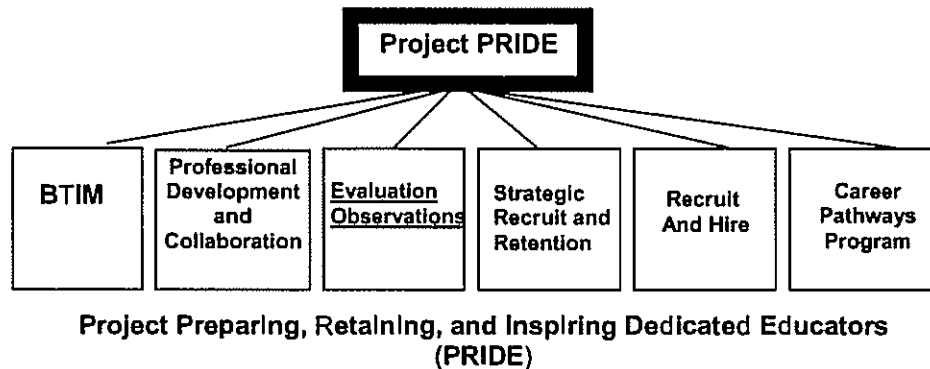
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



Mathis Independent School District currently utilizes both Teachscape and PDAS as Teacher Assessment Tools. Beginning in the 2014-2015 school year, Mathis ISD will utilize TAPS on all four campuses. The TAPS observation format includes four to six 15-20 minute observations per school year.

There are four Elements of TAP are:

1. Instruction
2. Learning Environment
3. Designing and Planning Instruction
4. Responsibilities

Research has confirmed that instructional expertise can be taught, mastered, and measured, and that educators who receive high-quality feedback are better able to meet the needs of their students. By embedding support systems that integrate diagnostic tools, promote targeted feedback, and incorporate examples of great teaching, educators are better able to improve their practice. (Enhancing Professional Practice- A Framework for Teaching- Charlotte Danielson).

The TAP Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional development.

The TAP Rubrics and criteria for rating include:

Element 1:

Instruction:

1. Standards and Objectives
2. Motivating Students
3. Presenting Instructional Content
4. Lesson Structure and acing
5. Activities and Materials
6. Questioning
7. Academic Feedback
8. Grouping of students
9. Teacher Content Knowledge
10. Teacher Knowledge of Students

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

11. Thinking

12. Problem Solving

**Element 2: The Learning Environment:**

1. Expectations

2. Managing Student Behavior

3. Environment

4. Respectful Culture

**Element 3: Designing and Planning Instruction**

1. Instructional Plans

2. Student Work

3. Assessment

**Element 4: Responsibilities**

1. Staff Development

2. Instruction Supervision

3. Mentoring

4. Community Involvement

5. School Responsibilities

6. Growing and Developing Professionally

7. Reflecting on Teaching

Each Element and Criteria are scored during the observation and given one of the following ratings:

1. Unsatisfactory 3. Proficient 5. Exemplary

The Multiple Evaluations are conducted by Administrators, Master teachers, and Mentor teachers who have successfully completed their initial TAP evaluator certification and annual recertification. Evaluations and formal data from students' performance utilizing benchmarking data or Beginning of Year and End of year data allows for measure of student growth.

Element 4 of TAPS focuses on the teacher and the teacher's self-assessment. The most powerful use of the Danielson Framework is reflection and self-assessment. Reflection and self-assessment are individual activities. To be productive, reflection on practice must be systematic and analytic. When a lesson has not gone well, it is important for a teacher not only to recognize that it was not successful but also to be able to determine the reasons for that outcome. (Enhancing Professional Practice- a Framework for Teaching.)

The process for summative evaluation with TAPS is the gathering of information from all of the evaluations by each of the evaluators and having a post observation conference. Teachers also have a Self-Evaluation Report which they complete and use for reflection on the lesson taught.

Milanowski, Odden & Youngs (198) argue that the challenge of creating an effective teacher accountability system is to improve the quality of teacher instruction, and thereby raise student achievement. To do this, Odden and Clune (1998) instruct states and school districts to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance.

Mathis ISD has researched the TAP: The System for Teacher and Student Advancement and will implement TAP as their teacher evaluation tool because of the holistic and comprehensive approach focused on the improving teachers and raising student achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

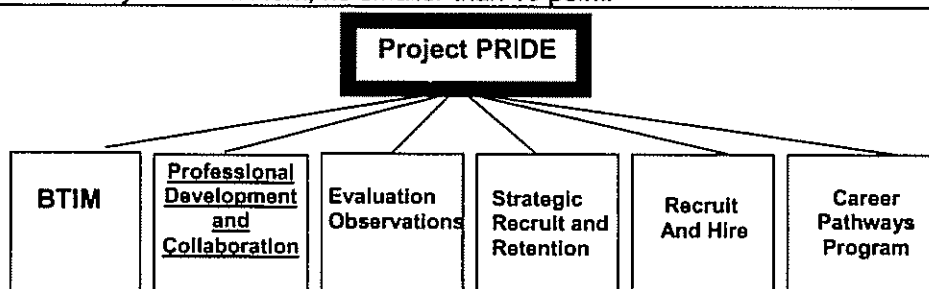
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



**Project Preparing, Retaining, and Inspiring Dedicated Educators  
(PRIDE)**

Mathis Independent School District through **Project PRIDE** will include an extra planning period during the school day for Mathis High School and Mathis Middle School. At the present time, the High School and Middle School teachers only have one conference period.

Beginning in the 2014-2015 school year, an additional planning period will be added to each teacher's schedule to allow for regular collaboration opportunities within the school week to discuss and share pedagogy, disaggregation of data, classroom issues, discussing effective practices, and sharing questions, providing feedback on classroom issues. In addition, this planning period will also be utilized to provide imbedded professional development for teachers during the school week.

At the Intermediate and Elementary campuses, the teachers have a PLC planning period where they are able to collaborate, discuss, reflect, and work on their lesson plans as a group.

New research from the National Center for Literacy Education (NCLE) shows that educators in every subject area and role are eager to work together to deepen literacy learning. Educators are committed to common-sense changes to improve teaching and learning practices: they most value time to co-plan with colleagues to create new lessons or instructional strategies and to analyze how their students are developing and what they can do together to advance progress.

Mathis ISD historically struggles with a high teacher turnover and low student scores. Creating a collaborative planning period for teachers will allow new teachers and experienced teachers to share ideas such as on innovative lesson plans, why differentiate student instruction works, how to integrate more technology into the classroom, and student issues. The collaboration and building relationship ties within teachers is important for a rural school district where almost 80 percent of staff members commute over 40 miles per day to work in Mathis ISD.

The most popular strategy suggested by the current reform movement is to provide more time for teachers to collaborate with each other. The assumption is that groups of teachers in schools can generate solutions to the problems facing them and their students by sharing their collective knowledge and experience. (Prisoners of Time, 2004)

In addition, through **Project PRIDE** an Instructional Mentor will be hired on each campus to assist all teachers, beginning teachers and experienced teachers with improving student achievement. The Instructional Mentor will work with teachers with planning, classroom modeling, classroom observations,

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

reflection time, and walkthroughs.

A NCLE survey data also gives us a foundation to build upon. It found that in schools where educators report that professional collaboration is routinely practiced, trust among all educators is high, and new learning about effective practices is shared much more rapidly. It makes sense that where principals, school system leaders, and instructional coaches model collaborative decision-making and tackling problems as shared questions to be studied and solved, real change in student learning results.

Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students, requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas (Ball & Cohen, 1996). Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

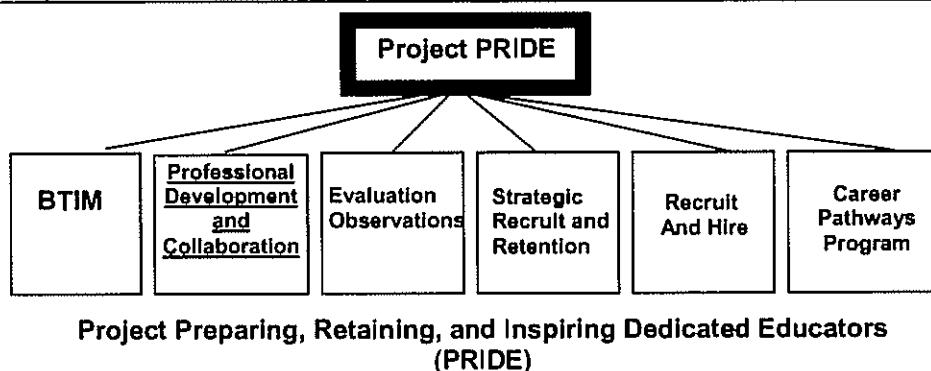


**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



Mathis Independent School District through **Project PRIDE** will include an extra planning period during the school day for Mathis High School and Mathis Middle School. At the present time, the High School and Middle School teachers only have one conference period.

Beginning in the 2014-2015 school year, an additional planning period will be added to each teacher's schedule to be utilized for the campus and district to provide imbedded professional development for teachers during the school week. This planning period will also be utilized for planning collaboration for teaching staff. At least two days a week will be focused to provide or facilitate professional activities during the school day.

Professional development is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. (Learning Forward)

The Instruction Mentor, Curriculum Coordinator, and Campus Principal will be responsible at the start of the school year to develop a professional development calendar. Professional development activities will include instruction to teachers on how to disaggregate student scores in the Data Rooms on each campus. In addition, outside presenters including IDRA will provide content professional development and pedagogy professional development. Imbedded Professional Development allows for teacher's to increase their knowledge and focus on the needs of their students.

Mathis ISD understands how effective professional development should be structured. A Professional Learning Community comes together to analyze student achievement data and identify learning problems common to students in a particular grade or class, determine which problems educators have the most difficulty addressing, and investigate what they need to know and do to be more successful in helping students overcome learning challenges.

Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. Building content knowledge and mastering content being taught builds the confidence in the teacher and is vital to the improvement of student performance. The most effective professional development engages teams of teachers to focus on the needs of their students. They

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

learn and problem solve together in order to ensure all students achieve success. When time set aside for professional development is used effectively and parents receive reports about student results, they realize the benefits to teachers and their students far outweigh the scheduling inconvenience. (Learning Forward)

Mathis ISD will incorporate school imbedded professional development and tie the professional development to the teacher's walkthrough and formal evaluations.

The Instructional Mentor will be able to conduct walkthroughs after Professional Development training has occurred and observe how and if teachers are utilizing knowledge from the training into their classroom lesson plans. If teachers demonstrate a high need in differentiating instruction, this would allow for the Instructional Mentor to schedule additional Professional Development training for review.

In addition, the TAP Teacher Evaluation tool will also measure professional development content knowledge as part of the evaluation. The four elements of TAPS integrate professional development training into the evaluation.

Student data will also guide the types of professional development that is planned for each campus. Student data will also be gathered by teachers based on students' mastery of content information. Also, informal student data can come from graded homework, quizzes, and tests. Utilizing data from the AEIS reports and Texas Academic Performance Reports, the Instructional Mentor, Campus Principal, and Curriculum Coordinator can plan for professional development that will assist teachers by providing additional content training or strategies to improve student achievement in the areas that had the lowest scores.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

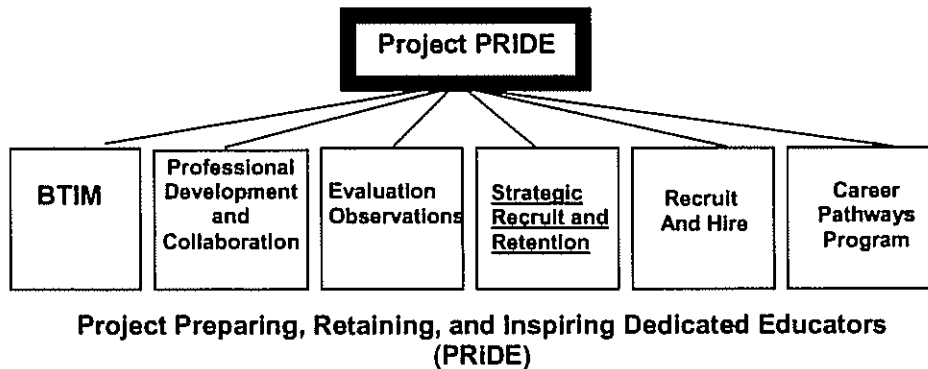
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to Improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



The biggest challenge that Mathis Independent School District faces centers around an outrageously high teacher turnover rate that has been consistent over the past three years. **Mathis ISD's teacher turnover rate for the 2012-2013 school year was 256% more than the state average of 15.1%.**

Mathis ISD is a revolving door for new teachers, experienced teachers, and veteran teachers. Unless a teacher resides in the city of Mathis, the likelihood of retaining this teacher is very nominal. As part of the preparation for this grant, teacher surveys were distributed for the purpose of information gathering. The findings of the survey showed that an incredible **67% of Mathis ISD's teaching staff commutes** to work in Mathis and only 33% of the teaching staff actually resides in Mathis.

Percentage of Teachers that commute:	Total Miles traveled daily to work:
33%	10-30 miles
40%	31-60 miles
17%	61-99 miles
10%	91 to 150 miles

The survey results are the very reason why Mathis has such a high Teacher turnover rate. When 2 of 3 of Mathis ISD teachers commute daily to work, the ability for Mathis ISD to retain these teachers is an uphill struggle. Over 67 percent of the teaching staff that commutes to Mathis travels between 31 miles up to 150 miles every day. Mathis is surrounded by the Calallen District (23 miles away), Tuloso-Midway District (30 miles away), Corpus Christi (50 miles away), Flour Bluff (60 miles away), Orange Grove (20 miles away), Rockport (50 miles away), and George West (30 miles away) and many of the teachers that work with Mathis ISD live within these school district zones. Mathis is the school district where teachers obtain their first teaching job and within a year or two, they leave and work for the school district where they reside.

So the challenge is how can Mathis ISD retain quality teachers? **Project Pride** will focus on the strategic retention of our teaching staff by offering recruitment and retention incentives. Presently, the district does offer competitive incentives for Critical Shortage Areas. However, teachers who are not employed in any of the critical shortage areas are not provided any incentives of any kind.

Therefore, the challenge becomes how does Mathis retain the quality teachers and ensure that when the teacher leaves at the end of the school year, the teacher will return the following school year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

The following teacher incentives are based on market supply and shortage needs and the need to retain and recruit quality teachers for Mathis ISD.

1. **Early Retirement or Notification of not returning:** Teachers are provided 45 days before the 1<sup>st</sup> day of instruction to resign from their position. As part of our Strategic Recruitment and Retention plan, we will offer a school incentive to those teachers who inform the school district by April 1<sup>st</sup> of the current school year, that they do not intend to return for the following school year. This will allow for Mathis to start early recruiting to fill those positions. This will allow for Mathis to recruit and sign quality teachers before the end of the school year.
2. **Performance Early Renewal of Contracts for Teachers:** Due to the high teacher turnover, the retention of quality teachers is the true focus of **Project PRIDE**. Teachers, who are offered a contract to return the following school year, will receive an incentive of \$1200 for signing and returning their contract before May 1<sup>st</sup> of the current school year. This will allow Mathis ISD to secure the teachers who are returning for the following school year and focus their recruitment on teaching vacancies from early notification of a teacher not returning or retiring teachers. This will provide for continuity in teaching and improve student performance when students see familiar faces or are able to build meaningful relationships with teachers.
3. **Health Insurance Recruitment and Retention for Teachers:** As an added incentive for teachers to accept their renewed teaching contracts and as a recruitment tool for new or experienced teachers, through **Project Pride**, the District will pay an additional part of the employee's health insurance. At the present time, a Mathis employee with single health coverage pays \$212 per month (\$106 per pay period). Under **Project PRIDE**, Mathis will offer a Health Benefit incentive and pay \$106 monthly towards every teacher's health coverage paid through grant funds. Health Insurance can be a large deduction from a teacher's pay when they have family or spouse coverage, this incentive is to assist in minimizing the cost of health insurance for new and current teachers to work and remain in Mathis. The incentive is also to encourage teachers to accept a health insurance package so they will stay in good health. Also, all teachers will have free access to our Staff Fitness area before and after school. This is a recruitment and retention incentive to keep quality teachers in Mathis and to also attract quality teachers to Mathis.
4. **Career Pathway Master's Degree Incentive:** Any and all teachers who have renewed contracts who are interested in pursuing a Master's Degree are eligible to apply to receive \$2000 to use towards their Master's degree and will commit to working with Mathis ISD for 3 years. This will be used a Retention Incentive to retain current teachers who are interested in obtaining their Master's Degree.
5. **Recruitment for Outside Resident of Mathis Recruitment and Retention Incentive:** New and current teachers who are employed by Mathis ISD for 3 years or less and who commute 40 or more verifiable miles will be eligible to receive an Outside of Mathis Recruitment and Retention Incentive. These teachers will receive an incentive of \$500 per semester as a retention and recruitment incentive to keep quality teachers in Mathis and to also attract quality teachers to Mathis.
6. **BTIM Mentor Teachers Compensation:** Current Mathis teachers who are qualified to be selected as a Mentor teacher as part of our Beginning Teacher Incentive and Mentoring program will receive an incentive of \$1600. This incentive will be paid to retain quality teachers and provide them additional opportunities for responsibilities. These teachers will be assigned as a Mentor for a beginning teacher with 0 to 3 years of teaching experience. Their responsibilities will be aligned with mentoring a new teacher and providing support to assist the new teacher in the classroom and ultimately increase student achievement.
7. **Mentor Teacher and Mentee Teacher Release Time:** Teachers who are selected as Mentors and teachers selected as Mentees for the Beginning Teacher Induction and Mentoring Program will receive at least ½ day during each month for classroom observation. Their classes will be covered by a substitute who will cover the Mentor's half of the day and the Mentee's other half of the day. These activities are focused on improving student performance.

Mathis ISD through **Project PRIDE** will also hire four Instructional Mentors. The Instructional Mentor position is a new position that is being developed through **Project PRIDE**. **Project PRIDE** will hire one Instructional Mentor for each campus with the sole purpose of providing teacher support, pedagogical support, professional development support, and classroom support. The Instructional Mentors will not be assigned to teach any classes; however, they will be assigned to work with every teacher on the campus and work with the different grade/subject area teacher collaboration planning periods. The Instructional Mentor will not be considered a Teacher and they will be trained to conduct walkthroughs on their campus to provide feedback, discussion, and reflection with teachers. This position will be considered differentiated compensation because the pay related to this position is not based on years of experience.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

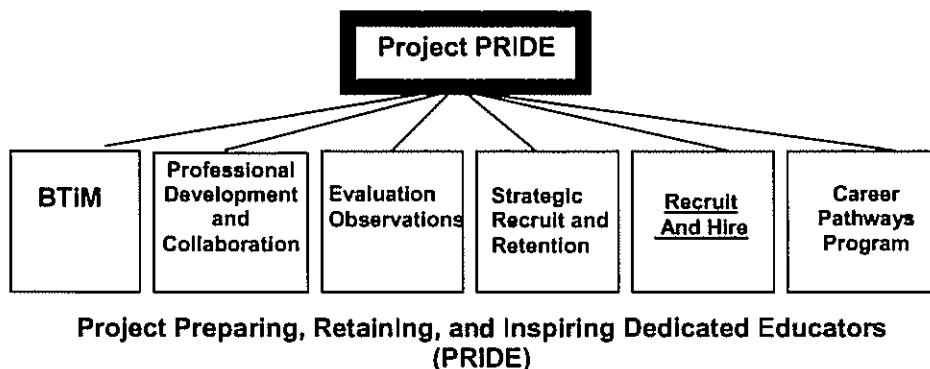
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



Mathis Independent School District Human Resource Department current recruitment strategy is advertising and attending teacher job fairs to fill the open teaching vacancies. The Mathis ISD has a relationship with Texas A & M Corpus Christi and provides information on teacher vacancies to their Education Department. In addition, Mathis ISD also participates in Job Fairs at Education Service Center (ESC) 2, Texas A & M Corpus Christi, and Kemp Brown. Mathis ISD also posts teacher vacancies on TASA, TASBO, Mathis ISD website, and Talent Ed and Recruit. Advertising for teaching vacancies is also done in print with the Corpus Christi Caller Times newspaper. Mathis also works with Alternative Certification Programs with Education Service Center 1, ITeacher, and Careers in Teaching.

**Mathis ISD recruitment and hiring process includes the following steps:**

1. Mathis HR posts open teaching positions following our Recruitment Strategy.
2. Mathis HR receives and reviews applicants for open teaching positions.
3. Mathis HR marks applicants in a numerically with the most qualified teachers (based on years of teaching experience, teacher certifications, and any documentation included in their resume denoting student achievement scores).
4. Mathis HR will also mark applicants with the letter M indicating that the applicant resides in Mathis, Texas.
5. Applications for applicants who meet the teaching position qualifications are then provided in numerical order to the Campus Principal for review.
6. Campus Principal reviews the applications and selects the applicants he/she is interested in interviewing.
7. Human Resources will then schedule the interviews with the selected applicants. Experienced teachers will be asked to provide information on their success with improving student performance. Beginning teachers with 0-3 years of experience will be asked to provide information on their college coursework and student teacher training (if applicable).
8. Principal and his committee interview all selected applicants and review score sheets from the interviews. The panel then selects their top 3 applicants and notifies Human Resources of their top 3 applicants.
9. Human Resources then contacts the first applicant and extends a teaching contract pending approval by School Board. In the case that the first applicant declines the teaching position offer, HR contacts the second applicant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## 10. School Board approves all teaching contracts.

Under **Project PRIDE**, Mathis ISD HR Department will provide information to teachers informing them to provide the District with early notification if they do not intend to return for the next school year or if they plan to retire. This will allow for Mathis to bring our recruitment and hiring early for teacher vacancies that we anticipate.

Mathis ISD will aggressively recruit for quality teachers who may live outside of Mathis. Almost 67 percent of our teaching staff commutes between 10 miles to 150 miles daily. Our recruitment strategy under **Project PRIDE** is to offer an Outside Mathis resident incentive to recruit quality teachers to bring their experience and success with students to Mathis ISD.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

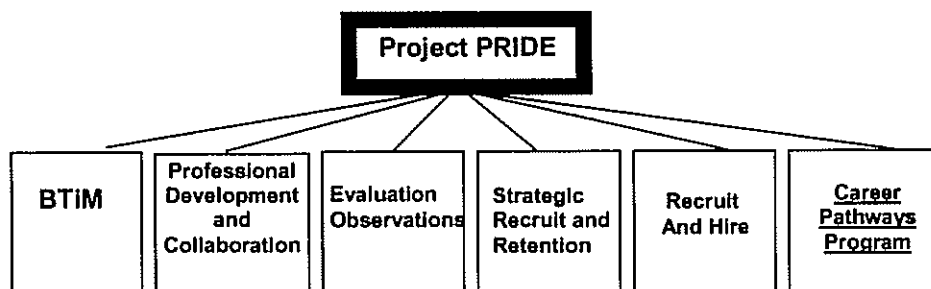
By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.



**Project Preparing, Retaining, and Inspiring Dedicated Educators  
(PRIDE)**

Mathis ISD's Human Resource Department will create a Career Pathway Plan for all new and current teachers. The Human Resource Department and **Project PRIDE** Coordinator will create a Career Pathway Plan Survey that will be distributed to teachers during their beginning of school work week. Teachers will answer the survey questions. Human Resources and **Project PRIDE** coordinator will work on the creation of an Individualized Career Pathway Plan for every teacher. The purpose of the Career Pathway Plan is to "grow our own" and retain quality teacher talent by providing them a blueprint of teaching career choices with Mathis ISD.

Superintendent Dr. Casas voiced her concern that often teachers pursue their Master's Degree to enter into Administration; however, the teachers who are interested in pursuing their Master's Degree in their content area do not always want to go into Administration, they want to improve their content knowledge to become better teachers. Often times, the best teachers move from the classroom to administration and their position is filled with a less experienced teacher. By creating multiple career pathways, the best teachers may move from the classroom to providing Instructional mentoring for all teachers to improve student performance. Mathis ISD's Career Pathway Plan provides different pathways for every teacher.

Teacher Career Pathway Choices will include:

1. Administration
2. Principal
3. Assistant Principal
4. Counselor
5. Reading Specialists
6. Department Heads
7. Mentor Teachers
8. Master Teachers
9. Athletic Director
10. Librarian
11. Instructional Mentors
12. Curriculum Coordinators
13. Master's Degree

Teachers are part of the creation of their Individualized Career Pathway Plan (ICPP) and will receive

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

information on the different pathways available at Mathis ISD. This allows teachers to create a "What do I want to accomplish for my teaching career" mindset instead of the mindset that "Mathis ISD will give me the experience I need to get hired at another school district."

Teacher turnover is Mathis ISD's biggest challenge. By involving teachers in creating their own ICPP, teachers will have goals to set and will receive information on the different pathways they are interested in. Teachers who are interested in pursuing a Master's Degree will be given information on our **Project PRIDE** Master's Incentive Program. Teachers who are interested in being a Mentor teacher will be provided information on the requirements to qualify as a Mentor teacher.

In addition, Campus Principals will also be given a copy of teachers' career pathway plans so that they are aware of the aspirations of their staff. Principals and Assistant Principals can provide additional mentorship to teachers who are interested in becoming a Principal or Assistant Principal during their teaching career. Principals are able to provide first hand experiences and challenges with these teachers.

In addition, teachers will also be provided salary amounts associated with each of the Career Pathway options as well. This provides teachers options and knowledge that there are pay increases with each position and this will help them map out which direction they want their Career Pathway to travel.

Our goal with our Career Pathway Plan is similar to a college advisor who helps students map out their degree plan, our goal is to assist our teachers to map out their teaching career plan and retain them at Mathis ISD.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Project PRIDE** (Preparing, Retaining, and Inspiring Dedicated Educators) is a comprehensive and holistic approach to recruit quality teachers, retain quality teachers, prepare and train beginning teachers, provide imbedded professional development and collaborative time for teachers, evaluation of effectiveness of teacher with feedback and reflection time, and provide a career pathway program for the overall program goal of improving student performance and achievement. Without funding by the EEIP grant, Mathis is unable to financially implement our **Project PRIDE**.

Administration, Staff, Principals, and teachers from Mathis Independent School District met on December 13, 2013, to discuss the Educator Excellence Innovation Plan Grant to determine if Mathis ISD would move forward on applying for the grant. There was representation by the Superintendent, Assistant Superintendent, Administrator of Operations, Human Resources, 4 Campus Principals, 2 Administrators, Curriculum Coordinators, Federal Programs Director, and 1<sup>st</sup> year teachers from each of the 4 campuses.

During this meeting, data from the 2012-2013 Texas Academic Performance Report was discussed, teacher recruitment issues were discussed, teacher retention issues were discussed, and student performance was discussed.

Every campus had to identify the percentage of new teachers on their campus and what their biggest challenges were on their campuses. In addition, Principals were also asked to provide data on themselves as well. Three of the four principals present at the meeting were first year Principals. The fourth Principal present had been a Principal at another district; however, this was his first year employed with Mathis ISD. When asked how many commute daily to Mathis ISD, again **3 of the 4 Principals commute**. When the entire group was surveyed to find out how many in the meeting did not reside in Mathis and how many resided in Mathis- **a startling 75% of the meeting participants did not live in Mathis.**

Mathis ISD simply does not have the funding to bring our Mathis **Project PRIDE** to reality. Mathis has such a great need for the program and has such a great need to be able to recruit quality teachers, prepare them, train them, and most of all retain them after their first one or two years of employment. **Eighty-four percent of our students** are low income and our students come to school and need to be able to build meaningful relationships with teachers. **More importantly, two of our four campuses (50%) received a TEA Rating for our 2012-2013 school year of Improvement Required.** Our teachers need to build meaningful relationships with our students. It is difficult for our students who have such a high mobility rate at 15.6% to build meaningful relationships with teachers; however, it only takes one teacher to make a difference in a student's future.

The challenges that would prevent **Project PRIDE** begins with funding. Without the EEIP grant, Mathis ISD would not be financially able to implement a Beginning Teacher Induction and Mentoring Program which is so desperately needed because of the high number of beginning teachers employed by Mathis ISD. During the 2012-2013 school year, almost **40 percent** of our teaching staff had 0 years of experience which is **571% more** than the State average of **7.0%**. Without funding, Mathis ISD would not be able to implement a BTIM program or pay mentors a stipend for being assigned a Mentee, or pay for a substitute teacher to allow time for the Mentor and Mentee to observe each other's classroom and discuss their observations. In addition, without EEIP funding, Mathis would continue to be a revolving door with recruitment and retention of quality teachers and continue to have a high teacher turnover rate. During the 2012-2013 school year, Mathis ISD had a **38.7 percent teacher turnover rate which is 256% higher than the State average of 15.1%**. Without the EEIP grant, Mathis ISD would not be able to add additional recruitment and retention incentives for quality teachers such as the performance early retention incentive for renewed teachers to sign their contract for the following school year by May 1<sup>st</sup>, recruitment and retention for teachers who travel more than 40 miles daily to work in Mathis ISD, recruitment and retention incentive for teachers pay towards their monthly health insurance contribution, Career Pathway Incentive for teachers pursuing their Master's degree. Mathis ISD would not be able to hire 4 Instructional coaches to assist with professional development and teacher training without EEIP grant funding.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Date:	Events/Steps to fulfill plan:
April 2014	<ul style="list-style-type: none"> <li>● Announcement of Grant Award</li> <li>● Post Job Description and Hire <b>Project PRIDE</b> Coordinator and Admin Asst</li> <li>● Create PRIDE Advisory Committee</li> <li>● Sign Contract with IDRA to provide BTIM training (2014-2016)</li> <li>● Post Job Description and Hire 4 Instructional Mentors</li> <li>● Teachers not returning or retiring will provide notice to HR</li> <li>● Creation and carry out HR Job Fairs, Job Postings, and Teacher Recruitment Calendar Activities (2014-2016)</li> <li>● HR/Campus Principals Hire and Interview for Teacher vacancies (2014-2016)</li> <li>● Development of <b>Project PRIDE</b> Advisory Committee Calendar of meetings (2014-2016)</li> <li>● Coordinate with Business Office to set up Grant Account Codes and Budgets</li> </ul>
May 2014	<ul style="list-style-type: none"> <li>● Early Contract Incentive signing by renewed teachers for next school year (May 2014-May 2016).</li> <li>● Purchase of Power Walks software/application</li> <li>● Purchase of TAP Teacher Assessment tool for all 4 campuses</li> </ul>
June 2014	<ul style="list-style-type: none"> <li>● Coordination with Campus Principals to establish extra planning period for teachers on all 4 campuses on Master Schedules.</li> <li>● HR/ PRIDE Coordinator will create Career Pathway Program Surveys.</li> <li>● HR/ PRIDE Coordinator begin compiling Beginning Teachers list</li> <li>● HR/ PRIDE Coordinator begin compiling Mentors for BTIM program list</li> </ul>
July 2014	<ul style="list-style-type: none"> <li>● PRIDE Coordinator/IDRA create and carry out calendar for BTIM trainings (2014-2016)</li> <li>● Principals/Asst Principals/Instructional Mentors training for Power Walks and TAPS</li> </ul>
August 2014	<ul style="list-style-type: none"> <li>● PRIDE Advisory Committee approves BTIM Mentors/Mentees Lists and any new additions throughout the school year (2014-2016).</li> <li>● HR/PRIDE Coordinator will create and approve lists of teachers eligible for Health Insurance Incentive, Outside Resident incentive, and Mentor Teacher Incentives.</li> <li>● BTIM training for Mentors/Administrators/Mentees begins (August 2014-August 2016)</li> <li>● Teachers will complete Career Pathway Program Surveys and will be informed of Master's Degree Incentive Program.</li> <li>● Instructional Mentors/Principals/Curriculum Coordinators will create Professional Development calendar and carry out for extra planning period for school year (14-15)</li> <li>● PRIDE/Campus Principals/HR will create and carry out calendar of observations days for Mentors and Mentees participating in BTIM program.(14-15)</li> </ul>
September 2014-August 2016	<ul style="list-style-type: none"> <li>● Teacher applicants for Master Incentive Program will be reviewed by PRIDE Advisory Committee and approved. (2014-2016)</li> <li>● HR will create an Individualized Career Pathway Plan (ICPP) for each teacher and review the plan with the teacher and assist teacher with next step in ICPP (2014-2016)</li> </ul>
March 2015	● March 1 <sup>st</sup> Notification to HR for Non-Returning Teachers/Retiring Teachers (March 2015-March 2016)
June 2015	<ul style="list-style-type: none"> <li>● HR/ PRIDE Coordinator begin compiling Beginning Teachers list</li> <li>● HR/ PRIDE Coordinator begin compiling Mentors for BTIM program list</li> </ul>
July 2015	● Principals/Asst Principals/Instructional Mentors training for Power Walks and TAPS
August 2015	<ul style="list-style-type: none"> <li>● HR/PRIDE Coordinator will create and approve lists of teachers eligible for Health Insurance Incentive, Outside Resident Incentive, and Mentor Teacher Incentives.</li> <li>● Instructional Mentors/Principals/Curriculum Coordinators will create Professional Development calendar and carry out for extra planning period for school year (2015-2016)</li> <li>● PRIDE/Campus Principals/HR will create and carry out calendar of observations days for Mentors and Mentees participating in BTIM program.(2015-2016)</li> </ul>
June 2016	● Evaluation of BTIM program by IDRA

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 205904

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis Independent School District has reached out to all of the teaching staff, administrators, and School Board members in the district to gain buy-in for **Project PRIDE**.

On December 13, 2013, the District assembled Principals from each campus and each campus invited at least one beginning teacher to attend. During this meeting, the EEIP grant was discussed and ideas and suggestions from each campus were gathered for consideration for this grant application.

On January 6, 2014, the Superintendent of Schools and the Administrator of Operations presented a power point outlining the EEIP grant to the entire district teaching staff and support staff during a District Staff Development meeting. Dr. Casas and Mr. Casarez explained to the teachers in attendance the District goals in applying for this grant and the importance of having 100 percent buy-in from the teaching staff.

In addition, on January 6, 2014, a Teacher Survey was sent to all of the teachers in the district and the surveys were collected on January 10, 2014. The data from the Teacher Survey was disaggregated and used for this grant application. Letters of support from our Superintendent and Principals attesting to the support of **Project PRIDE** are attached to our grant application.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis Independent School District will have district-wide participation in our **Project PRIDE**. MISD has a total of four campuses, 1 Elementary Campus, 1 Intermediate Campus, 1 Middle School Campus, and 1 High School Campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: